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## Announcing an Important Change...

This is our first Fall issue.

It is also the first under a new plan of publication.

For with this issue The Journal of Education falls into line with current practice among professional magazines and becomes a MONTHLY.

During the past year we have experimented each month with two distinct types of magazine, probably known to most of you as the large issue and the small one. Both have been appreciated, as we know from countless letters that have come to us. But the test has demonstrated that the large issue, with its articles, editorials, news and other features, is the real favorite. So great has been the enthusiasm for it that we have at length decided to concentrate our energies upon developing one issue a month modeled after that already approved pattern.

We shall continue to cover the news of education with the characteristic breadth and brevity which readers tell us they enjoy. And we shall still pride ourselves on being the first to inform the educational world of many things it wants to know.

More and more this Journal is recognized as the schoolman's clearing house of worthwhile professional thought and action, and we invite even greater use of it in this way.

We wish we could take you behind the scenes and let you glimpse the excellent material and features that are in store for you in our coming issues—but you have our word for it that this will be a banner year so far as interesting and vital contents are concerned.

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

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# World at Lessons

## Vacation Carries Over

Vacation gone? Yes—and no. Its days have been ticked off on the calendar. But the vacation still lingers in its effects upon one's outlook, one's work, one's health, one's pocketbook, and one's resolves concerning how to make next summer's respite count for more than did the one just past.

No matter how much you regret about the vacation, it can scarcely have been an utter waste. Rescue portions of it now. Recollect the experiences you had which were different from those of the months preceding. Recall the reading you have done, the conversations that have set you thinking. You are not quite the same person you were when schools closed. New energies have been stored up, both physical and mental. You have caught fresh glimpses of what life means, and how it may be lived successfully.

Don't throw away the professional benefits you have gained. Put them to work. Let them penetrate all your activities.

Did the boys and girls think they had your number—knew just what you were going to do and say? That was before you had vacation. Show them you have changed! Give them some surprises. Bring summer's breezes into each new day. The year ahead of you will pass more merrily for you and them.

• • •

## Labor and Business

A period of business recovery is always marked with labor unrest and strikes. The present year has been no exception. The year has seen the mushroom growth of the CIO under the leadership of John L. Lewis. Strikes on a large scale have been conducted in mass industries. Strange and presumptuous devices, such as the sit-down or stay-in strike, have been tried.

Labor unions are taking tribute from millions of workers who expect, in return, to have their own economic conditions bettered. If, in joining a union, these workers help to create a type of labor oligarchy which is dangerous even to themselves, they either do not perceive the danger or they deliberately overlook it for the sake of other benefits they hope to receive.

Lewis and his United Automobile Workers have recently girded themselves for a "finish fight" with Henry Ford. That industrial magnate and individualist refuses to accept domination. He warns his employees against putting themselves in a position where they have to "pay for the privilege of a job." He claims, with some truth, that he has led the procession in granting high wages, and this without compulsion from a labor union. On the other hand—the law today upholds the right of collective bargaining, which implies the right of workers to organize under any leadership they choose. And Mr. Ford has been charged before the Labor Relations Board with having caused the beating up of union organizers.

Union philosophy and Ford philosophy seem poles apart, and the struggle between them will be significant and bitter.

Late in August a nationwide tie-up of the railroads was threatened, when five brotherhoods of railroad operatives demanded a twenty per cent lift in wages. Fortunately both sides quickly consented to submit their differences to the Federal Mediation Board, and the strike was averted.

Questions which persistently arise in connection with all this labor unrest are:—

How workers may be guaranteed their right to bargain for the best terms possible, and at the same time be protected from exploitation by union leaders;

How far business can go in standing the strains of added labor costs; and again,

How much is re-employment retarded by the growing difficulties and costs of human labor, including payroll taxes for old age pensions and unemployment insurance?

Of course no one can quite estimate the recovery power of American business. It may be able to carry the load. Perhaps the load will be a means of holding off that wildcat sort of prosperity which economists fear may be repeated.

## The President's Defeat

That the President took a mistaken course in seeking authority to add six new members to the Supreme Court, must be recognized by this time even by Mr. Roosevelt himself.

A great many Americans are still asking why Mr. Roosevelt should not have been allowed to make over the highest court. Such persons do not understand the importance of the Constitution to all of us, including themselves, or how needful it is that laws be tested for their conformity to its pledges of all-round fairness and the observance of inalienable rights.

At times the Supreme Court may obstruct desirable progress by an ultra-conservative attitude. But the court's value in general is so great as to require the preservation of its independence.

Defeat of the President's court plan, even in its compromise form which would have permitted the appointment of only one additional justice a year, has been a manifestation of the fact that Congress itself is no longer under complete control from the White House.

Once more our Federal government has three branches.

• • •

## One William McAndrew

In the passing of William McAndrew on June 27th, American education lost one of its most interesting and most useful personalities. And what was education's loss was also the country's loss. For Dr. McAndrew cared not a hoot for any so-called education that failed to translate itself into more intelligent and better citizenship.

Dr. McAndrew, as administrator of the public school systems of America's largest, and later its second largest city, radiated a wholesome influence upon millions of boys and girls. The corrupt and ignorant politics which he so wanted to see wiped out of the United States through education, blocked his efforts in Chicago, and, whatever legal victory he won, or whatever moral vindication he received from the nation, his administrative career was ended and he was, in effect, a martyr to the cause of educational sincerity.

But he could not be stopped. He found an outlet for his ideals in editing, in writing, and in lecturing. He believed in sprinkling the language of education with paprika—and he did this to the taste of a superchef. No one could turn a phrase as McAndrew did. Nor could anyone deliver a more telling shot at indolence or folly. He loved to smash ikons that had no value, even though his action made him unpopular with the guardians of those images.

As an Advisory Editor of this publication, we found Dr. McAndrew a generous and friendly colleague. His letters were always a delight—original, informal, with quirks and flourishes that suggested the schoolboy at play.

The world can never know how much brighter and better it has become because a William McAndrew walked through its crowded cities. But those who knew him best will try to measure, and to carry on as best each can for the best each sees.

• • •

## "Punishing" China

Japan has been calling her war in China, not a war, but a punitive campaign.

China, it seems, did not take the efforts of Japan to annex five northern provinces and spread military and political and economic control throughout the nation, in the grateful spirit Japan expected or at least desired.

So China must be "punished."

It is interesting to note that Japan has a sympathetic friend in Europe. This is Nazi Germany. The Hitler press voices approval of Japan's actions in the Far East. The Japanese are doing real missionary work in blocking bolshevism, the Nazis say.

While this may have its advantages even for China, the Japanese have an unpleasant way of minding some one else's business.

Japan wears a coat of innocence which is transparent to the rest of the world and betrays ambition, greed, aggressiveness—in short, a determination to work her will regardless of the rights of all others.

The battle of Shanghai is destined to stand out as one of the grossest of military outrages witnessed by the modern world. Turning a crowded metropolis into a battleground is about as inhumane as anything could be. No adequate excuse can ever be offered for this offence against the unarmed inhabitants of a congested centre.

Machine-gunning of the British ambassador, Sir Hughe Knatchbull Hugessen, while he rode toward Shanghai in a car bearing the Union Jack, was but a symbol of that Japanese recklessness which has been so evident since the undeclared war began around Peiping.

• • •

## On Guard

One lesson which the United States appears to have learned with regard to war, is—not to be drawn into it blindfolded, by the demands of private interests for protection, or by the propaganda of some belligerent who skillfully plays upon sympathy through false representation, or by the fear complex created by munitions makers.

This is not cowardice, surely, but sound common sense.

*Outlining*

# The Classroom Clinic

## A New Consultation Service

## To Be Conducted by

GARRY CLEVELAND MYERS, Ph. D.

ON this page we shall attempt to help teacher and principals analyze and solve, or partially solve, some of the problems of the classroom which puzzle or worry them. These may be problems which appear to involve the entire class, or be limited to one or more individual pupils. They may be problems of teaching, or learning, or both. They may touch on special disabilities as in reading, spelling, arithmetic; or on personality and behavior.

A great many teachers are worried over what they consider *problems of discipline.* Some teachers hesitate to admit they have such problems since their professors of education generally took the attitude that "Discipline problems do not arise where good teaching methods are employed." Nevertheless, a great many able teachers, after leaving the college of education or normal school and going on their own in a classroom, wonder how those who trained them to teach could be so optimistic.

Sometimes these problems of discipline are related to the child's failure to enjoy reasonable achievement in the classroom or on the playground, or to feel secure emotionally at home. Then there is the possibility that the teacher may not feel emotionally secure in relation to her principal or supervisor, or toward her pupils, or toward other people in general —she may have personal adjustment problems. Inhibiting and diverting emotions, whether in the teacher or pupil, can create all sorts of behavior problems in the classroom, all sorts of learning difficulties, even all sorts of failures in the teacher.

Our purpose shall not be to blame anybody, but to try, sympathetically, to help the inquirer —and we hope many will write us—to observe possible contributing factors related to the submitted problem, which he or she had not already observed; help him or her to look at the problem in its widest relationships. We shall offer, perhaps, a few constructive suggestions or try to lead the inquirer to arrive at a solution or partial solution of the problem.

Whereas we should like to have permission of the one who submits a question or problem, to use that person's name and address on this page, we shall not do so unless such permission is indicated by the correspondent. Moreover, we shall be glad to answer personally by letter, as well as we are able, those questions which the writer prefers to submit confidentially, or which do not appear to us to be of general interest to our readers.

Here are a few types of problems which confront the average classroom teacher at any grade level: how best to guide those learners who cannot successfully do the required work of the grade they are in; how to guide the individual retarded in only one subject; how to find out just what the specific learning difficulties of a particular child are, say in reading, spelling, arithmetic.

Many learning problems, of course, are erroneously interpreted by the teacher as behavior problems, such as the problem

### Regarding Dr. Myers

**Dr. Garry Cleveland Myers is not a mere theorist. Every year he visits hundreds of classrooms in all parts of the United States and conducts scores of conferences and forums with teachers, parents and all sorts of groups. Since he practically never makes a public address not followed by an open forum, he keeps on learning from those who seek his help.**

**As editor-in-chief of Children's Activities, a magazine for young children, and writer of a widely syndicated newspaper column, Dr. Myers receives hundreds of letters from teachers and parents on school and home problems. On the average he spends nearly two days a week answering his mail. Besides he has, for years, carried on an active consulting service on problems related to learning, personality, and behavior.**

**He has been a school administrator, and has taught at every level from the first grade to the graduate school of the university. He spent almost a a dozen years helping to train teachers for the public schools of New York City and Cleveland. During the past several years he has been engaged in adult education at Cleveland College, Western Reserve University.**

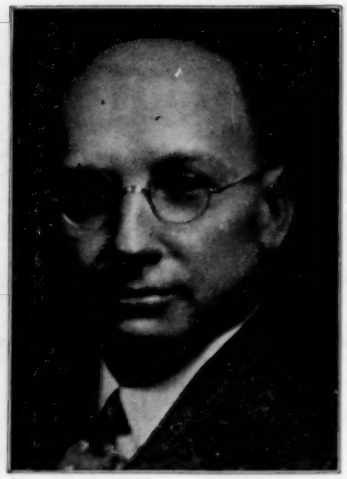
**Dr. Myers received his doctorate in psychology at Columbia University in 1913, and has published over fifty researches in psychology and education in scientific journals. He is a member of numerous national scientific and educational societies. He has contributed several hundred articles to educational journals, and written a number of books for school children, for teachers, and for parents.**

of the indifferent, listless child, the child who "doesn't pay attention," the child who distracts or annoys other children attempting to learn. Practically any "discipline" problem may be caused by one or more learning problems. Also practically any learning problem may be caused by what the teacher classes as a discipline problem. Whether the problem seems to be one of learning or conduct or both, the home is almost certainly a contributing factor. Guided in further analysis of the problem, the teacher might be able to lead the parents to employ better ways of dealing with the child concerned, and also may acquire information from his home which should assist her in a better understanding and treatment of him at school.

Now one might offer some general suggestions for solving such types of problems as we have indicated. Yet we should be able to be far more helpful to the inquirer and to those who might read these suggestions, if the particular classroom in question were described, and better still, if the specific pertinent facts available about the particular child were submitted, including facts concerning his degree of success and failure in each of his studies, how he gets along with other children, and his home and community relationships. We shall try, moreover, to help the inquirer to search more effectively into all these and other facts which might seem to bear on the problem.

We shall not presume to exercise any magic, nor to offer panaceas; neither shall we try to take the place of an expert who may be available to study the facts first-hand.

Nevertheless, if we shall prove able to lead even a few of our inquirers to view their problems more objectively than they had been accustomed to



GARRY C. MYERS

viewing them, or to consider causative factors which they hitherto had not considered, we believe we shall have rendered some service to the cause of better classroom learning, better classroom teaching, and better classroom mental health.

We hope, furthermore, that some of our readers may come to observe problems which had not occurred to them before as problems. Whereas a teacher readily spots the child who violates the rules of the school, or who disturbs the classroom—the child who, in short, vexes her; she may not readily discern a problem in the child who, never bothering anybody, is a lonely, timid, shut-in soul. And yet this child, from the angle of mental health and proper education, may actually be a far more serious problem than the child she thinks is her worst.

Finally, it is our hope that those who read this page will come to think more and more of the learner invisible, of the child whose conduct, feelings, and emotions in the classrooms are tied up immeasurably and inseparably with experiences and persons not at school; and that these readers will be a little more prone to see as the child sees, feel as he feels, and understand as he understands.

Now on with your questions and problems.

# This Much Freedom

WILLIAM G. CARR

Disturbing recent events remind us of the necessity for assuring to education, public and private, higher and lower, a degree of security and freedom. The schools do not seek, nor should they have, a position of irresponsibility to the public will. Teachers and other school officials do object, on broad principles, to having teaching and administrative positions turned into the spoils of office; to the intervention of legislative and administrative authorities, mainly engrossed in other business, in educational matters; to threats and inquisitions and reprisals; to the partisan management of the purchase of educational books and supplies; to the location of school buildings with respect to the advantage of real estate projects.

Educators ask for legal protection against all such invasions. But statutes, important as they are, are insufficient. Educational institutions must be supported in their necessary form of autonomy by the determined spirit of intelligent individuals and civic-minded organizations. The greatest danger, in fact, comes not from the absence of proper legislation or from any overt public act. The great danger is that our freedom in education may be allowed to go by default. Let it not be said that these alarms are without warrant. Let us remind ourselves that eternal vigilance is the price of liberty, that every tyranny begins with tyranny over the mind of man, and that no nation can remain free while its schools are enslaved.

# Are Private Schools So Superior?

MARY ELIZABETH O'CONNOR

**"This is no time to have public school education misrepresented as a routine, lockstep, mass movement."**

IN a recent issue of a popular magazine I read: "The private or independent schools of the United States are the pioneers that blaze the trail of education in our great democracy. From them the public school system has taken certain patterns, but the function of reaching out for new ideas, new methods, better facilities still remains the privilege of the private school." How glib it sounds! How convincing! How smug! And what an advertisement! We hear it so often that most of us react to it from subconscious imprint. We believe it is so because private school promoters keep telling us it is so.

"When our boys and girls are marched in massed forms by the hundreds through the corridors of great public schools—" says one of our modern private school advertisers. Well, where has he been? And where does all this misrepresentation of public schools by private propaganda get us in this country where the vast majority of our citizens must come from the public school? This is a serious matter. This is no time to have public school education misrepresented as a routine, lockstep, mass movement. The American public school is not a "regimental czaristic regime." Provision for individual differences, freedom for growth and development are provided for in all our outstanding public school systems of today. The progressive school is a public school and has been for twenty-five years, but not being a private money-making proposition it has failed in advertising itself as such. In 1900 the Massachusetts State Normal Schools were sending forth teachers trained to care for and study the individual pupil and to surround him with opportunity to work out his own talents in accordance with his ability and level of interests. A so called "new heaven" heralded in the progressive private school twenty-five years later.

Can we look to private schools in this country for leadership in these next few years? No. They cannot turn out enough. It is a physical impossibility. They have not been able to in the past or we would not be where we are—a people sadly in need of wise leaders in all lines, leaders to bring our masses to success. We have leaders enough for a selfish few. Yes! But no country can survive on such meagre leadership brought up in an atmosphere of habit of thought and feeling not in harmony with the thoughts and feelings of the whole people. To lead a people you must know how they think and feel, how their attitudes and habits grew up in them. You must come up with them, be one of them, really to know how they react. How else can you have your finger on the pulse of a nation and an understanding of the great surges of which you were never a part?

The leaders in this country must come from the public school if they are to lead the people, if the country is to go ahead, if all its people are to share in its opportunities according to their willingness to work, to make the most of themselves, and to help others. The people must have leaders they can understand and leaders who can understand them.

Why is this so important just now? The past few years have made many unnecessary inroads on public education. Taxpayers of two classes in particular — the older wealthy generation having no interest in schools of any kind, and the private school interests hoping to keep control in the hands of private school trained persons, or having no faith in public school products—have depreciated the public school accomplishments and fought appropriations on every side. Public school leaders have been intimidated through industrial and political pressure until our schools have shrunk into themselves striving to save what they had ten years ago.

All the battle against money for public schools has not been economic. The Class factor has entered in. A powerful group of people in this country still fears the education of the masses. How short sighted this is! If we did not make a success of the past generation with our growing schools, how can we hope for recovery by hacking out all we have gained and bringing up the present generation on the out-of-date remnant which is left?

We hear a lot about education being the backbone of the country. Bosh! We do not believe it. We never did believe it. If we did, the in-

dustrialists, the politicians and the educators would get together and maintain the public schools instead of letting them be robbed, ignored, and closed.

Why don't we really do something now—not in the next fifty years—in the next fifty weeks?

# Quibbling *Versus* Teaching English

LEWIS H. CHRISMAN

Wesleyan College, Buckhannon, West Virginia

MUST the teacher of English be a futile gerund-grinder primarily concerned with petty details which mean nothing outside of certain restricted circles? There are those who go on the assumption that this question is to be answered in the affirmative. Emerson once stated that the clergymen of his day were not treated as real men. He complained that they did not hear the rough, spontaneous conversation of humanity but only "a mincing and diluted speech." Matters are not quite that serious for the teacher of English, but he now and then does meet those who take for granted that he is a fussy, super-precise individual, exceedingly solicitous lest some coarse-tongued ignoramus take undue liberty with the pristine purity of the language.

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No one has taught English for many years without coming into contact with this aspect of the situation. Very early in my professional career I attended a semi-social event at which several of us were compelled to inflict speeches upon the audiences. The presiding officer during his opening remarks fell into a perfectly harmless and rather ordinary colloquialism. Then apologetically looking at me said with an inane simper, "Excuse me. I mustn't use any slang because there is an English teacher present." From the point of view of social amenity I failed to appreciate his remark. Nobody likes to feel that those with whom he associates believe that they must be unduly circumspect in his presence. This tendency, however, has far wider ramifications. If the teacher is looked upon as a supercilious linguistic manicure, his influence will be negligible in the classroom and everywhere else. Even more calamitous will it be if he himself, consciously or unconsciously, feels constrained to fit into such a mold and fulfill the expectations of those who believe that it is his function to protect the minor niceties of speech from the contaminating influence of an unrefined world. If he falls into this pit, it would be hard for him to justify his pedagogical existence.

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Probably every teacher of English is occasionally pressed into service as an arbiter with regard to matters of usage. Once in a great while the problem referred to him is one of some interest and importance. More frequently it is an inconsequential matter which the inquirer could readily settle by spending two minutes with any dictionary or grammar. When one has been asked such questions for years he begins to wonder if a large part of the human family is not ignorant of the existence of these two highly useful books. Very often the inquiries have to do with pronunciation. Mostly my answer is, "Either pronunciation is correct." Among typical more or less debatable words which have been referred to me in recent months are the following: economics, illustrate, almond, dahlia, gladiolus, either, patronage, again, dictionary, Elizabethan, arbutus, acclimate and oleomargarine.

It will be noticed that all of these words have two pronunciations which are accepted by the makers of dictionaries. That means that there are some cultivated men and women who pronounce them in one way, and some another. To quibble about which of two accepted pronunciations is correct is wasting breath. A study of the brief list of words given above would also demonstrate that according to the lexicographers the pronunciations which come natural to most of us are given preference. This is inevitable. The dictionary is a record of intelligent usage rather than a book of sumptuary laws. Esoteric and cumbersome pronunciations do not gain a wide currency. Not invariably, but as a rule, a person of fairly wide intellectual contacts can take for granted that the familiar pronunciation is the correct one. This does not mean, however, that we can be so sure of ourselves that we do not need to exercise that vigilance which everywhere is the price of safety.

But in the long run if we

follow an enlightened line of least resistance in regard to questions of usage we shall deviate comparatively seldom from the path of linguistic rectitude. Personally, I have always had a horror of what Dr. George H. Palmer has called "that peculiarly vulgar diction known as 'school-ma'am English.'" Consequently, I have been inclined to cultivate the familiar every-day usage. As a result my answers to linguistic queries have been uniformly unsatisfactory to the seeker after the unusual. It is highly unfortunate that there are to be found those who regard the custom of pronouncing words differently from the way that they are uttered by the rank and file of humanity as the pre-eminent hallmark of cultivation. The other day I heard the word *salmon* pronounced with the broadest of broad a's. The chances are that this mispronunciation was either the result of an overpainstaking effort to be correct or of a singularly unhappy attempt to display a high state of erudition.

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There is no dearth of practical, clean-cut, positive material which can be utilized in the teaching of English usage. The subject is not so devoid of content that the teacher has to labor assiduously to collect worthless trivialities to be used as substitutes for teaching data of genuine value. Illustrations of this stressing of the pedantic and non-essential are tragically numerous. C. H. Ward in *What is English?* gives an example of this tendency at its worst in what he calls the story of "The As Though Man." Two hundred were crowded into a hotel parlor on a sweltering day, listening to the set speeches that preceded a discussion at an English section of a National Education meeting. The last speech was made. The chairman invited those who were present to take part in the general discussion but emphatically stated that speakers must limit themselves to four minutes. Instantly one man sprang to his feet. Mr. Ward has described him as "a superintendent of schools with a message." Moreover, he had some skill in speech. He fulminated against two cases of bad English which were corrupting the mother tongue in his state. No mere four minutes would suffice for his diatribe. Neither would eight. The idioms were *as though* and *all that sort of thing*.

Mr. Ward says, "I sat in wonderment, spell-bound. For in all my acquaintance with lists of 'bad English' I had never heard these two locutions called in question. I was like an astronomer hearing of a new comet, or a doctor hearing of a new antitoxin." As Mr. Ward further points out, *as though* has been an accepted English idiom since the days of Chaucer. *All that sort of thing* may often be used needlessly and tiresomely but it is as correct as hundreds of other expressions which we repeatedly hear. The tragedy of such a situation is that undoubtedly many of the teachers present on that occasion took the unenlightened theorist at his word and made his two linguistic antipathies taboo in their classrooms.

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All of us at some time or other have been guilty of too readily accepting the freely given advice of an incompetent. In my first year as teacher, at the close of an address one of my colleagues came to me and in a voice which could not have been more preternaturally solemn had I broken nine of the Ten Commandments informed me I had made three serious errors in my English. First, I had said Elizabēthan when I should have pronounced the word Elizabēthan. It happened that in that instance I was able to defend my contention that either pronunciation was correct. I was not, however, so fortunate with regard to my other two errors(?). I had said legislātive instead of legislatívé. With the most abject humility I record that for the rest of that year, at least, I pronounced that perfectly good English word in the outlandish manner suggested by my stupid advisor. My other sin against usage that morning was that I had said, "Some one else's" when I should have said, "Some one's else." When I remember that I swallowed this highly questionable advice "hook, line and sinker," I try to convince myself that in the years since, I have developed a degree of Emersonian self-reliance which makes me less susceptible to self-appointed oracles.

There is too much uncertainty regarding many problems of usage to permit anybody to dogmatize with impunity. For example, one of the best-written of our modern grammars gives the following rule: "Ordinarily the possessive case should be used only with nouns representing persons, living animals or personified things, for inanimate objects cannot be said to possess." Another book says, "Do not say the house's roof; say the roof of the house." Most authors of grammar agree here. However, since an expression like "the house's roof" is a survival of the old inflectional genitive, there is no particular reason for condemning it from a historical point of view. J. Lesslie Hall in *English Usage* gives a report of a detailed investigation which he has made

of the attitude of standard authors toward the possessive case in connection with inanimate objects. He cites eighty-seven authorities and seven hundred passages, ranging from the days of Shakespeare down to the present time. Among the modern authors in the list are Henry J. Van Dyke, J. F. Genung, William James, John Ruskin, G. K. Chesterton, John Burroughs, John Fiske and Robert Louis Stevenson. In this connection Dr. Hall asks a pertinent question: "If one man, in a limited course of reading, has recorded this number, how many thousands of examples might be gathered from literature?" This is but one of innumerable questions of English usage which are not settled for time and eternity.

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In connection with this matter of quibbling over unessentials, English teachers themselves are not the worst sinners. The teacher of today, who has some insight into the history of the language and knows that it is not fixed and immovable but progressive, is free from the dogmatism of the old-time pedagogue who was inclined to look upon his favorite textbook as the ultimate authority. Moreover, the attractive, vital, inspiring texts which have come from the press, especially within the last ten or fifteen years, make it even harder to substitute quibbling for teaching. Technical English is not a valley of dry bones. It is a fountain of living water.

# Big Living with Little People

F. J. MERCER
Seattle, Washington

So often in life one sees both men and women who struggle through each day's work without the slightest inspiration or happiness in what they are doing. Their job is merely a means to an existence in life. When the whistle blows the work is dropped. One of the great personal problems in life is surely to find that job that thrills the worker each day in its doing. Work should bring happiness and joyful living even though the pay check is small. For after all work is a big part of living or at least should be.

In my high school days I decided upon the work that I thought I wanted to spend my life doing—the work of a teacher. To this work I have devoted sixteen years of big living with little people.

A banker thrills at big financial deals; the engineer glories in the sight of a fine bridge just completed over a rushing river; the pilot with the joy of flying among the clouds, and so on with many people in the crafts, arts, and sciences of life. But to me, the great thrill of life comes when I walk down the halls of an American public school and hear the sweet voices of children piping over their lessons.

For the past twelve years I have been principal of a wonderful elementary school out on America's last frontier. From the schoolhouse we look out upon the gleaming waters of Puget Sound, and just beyond the waters to the west, the Olympics stretch before us for miles, a ragged skyline of glistening peaks.

To the east the Cascades stand forth with all their stateliness bidding us farewell as they disappear in the southeast behind the lofty and eternal dome of the "Mountain that was God," grand old Rainier.

A few short years ago, a fine young boy of twelve years sat in my geography classes. We journeyed together over the great State of Washington, the nation, and over all the continents of the earth.

Little did I suspect then that this same boy would challenge Old Rainier as he climbed her icy slopes in what was perhaps the most daring and the most dramatic ascent that has ever been made in this state. The steep walls of ice, blizzards, and death-defying cold could not stop him until he had climbed over the crater and fulfilled the ambition that had burned within his courageous soul. On the descent the mountain claimed him as her own in death. As I knew this boy, I would say that he climbed up to meet God where the earth is the cleanest, the sky the bluest, and where eternity seems to be a part of life.

One of the great fascinations of teaching is to try to understand and sense these strange desires and ambitions that take shape within the minds and souls of even little children. But they are like the secrets of the mountains themselves.

Every day the lovely faces

of girls and boys turn up toward me in the classroom as beautiful as a garden of wide-open flowers and yet how little I can fathom what is taking shape down deep in those young souls. So the best that I can do is to try to be a good gardener in this garden of beautiful flowers.

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I love the frankness, the loyalty, the fairness, and the devotion to all that is beautiful, coming so earnestly from the lives of these children. Faith, hope, and charity, yes, they have all three. Last fall at the opening of school, a small boy came to me with a half-green apple in his little hand. I'll never forget his bright eyes and enthusiastic smile as he offered me the apple. But I declined, saying that he should keep it for recess. He returned the offer, however, with all earnestness in this manner: "No, you take it, I don't want it; it's green anyhow." How could I resist such sincere honesty and frankness; I took the apple.

Children usually share with their teachers all the happy experiences that come into their lives, where they have gone on trips, shows that they have seen, and how quickly they come to report the arrival of a new brother or sister in the family. They seldom come and burden their teachers with their troubles from home, their disappointments or their sorrows; they bear these things bravely, and usually alone.

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So often adults talk about the great crises that we are facing or the great problems that we are about to solve. As I go about my humble task as a teacher, this thought comes to me, that these children will face greater crises, and solve greater problems than we have ever contemplated. And again, I reiterate that I am supremely happy that I am privileged to live and work with these children, upon whose shoulders America can safely and confidently trust the power and glory of her immortal future.

There are two factors in the child's educational process that occasionally handicap the child. One is the parent factor and the other is the teacher factor.

Some children are cheated in life from the very start. They come from houses (I can't call them homes) where children, by the unkindness of fate, grow up through the seething air of neglect, profanity, drinking, and filth. They arrive at school-age with the patterns of life warped, twisted, and tangled.

What a contrast to the many children who come each morning from clean homes, where happiness abounds, and from the supervision of understanding and intelligent parents. Their faces beam with the joy of living. they love their work, their schoolmates, and their teachers. Life is a big adventure to them as they participate in the doings of each day. Ninety-nine per cent of our children come from such homes each morning.

The teacher factor in school has its failures as truly as the parent factor in the home. Teachers who go about the schoolroom snapping their fingers in the faces of children, shouting out orders, trampling over the tender personalities of their pupils without thought or care for the individuality of the child. Such teachers may be good drill-sergeants but they do not understand the fine art of teaching children.

The test of a good teacher is not so much how fast the pupils do their arithmetic as how well they like to go to school. When I hear a pupil say, "I don't like school," I consider that remark an indication of some failure on my part. Immediately I get busy in my work and in my attitudes to see that that child eventually comes to say, "I love my school." If I cannot teach in such a way that the child will love his school, how can I teach him that patriotic love of other American institutions, for there is certainly no institution in the land more American than the public school.

If I were starting life all over again, I would choose to be a teacher. The responsibilities are many, but they are lightened by the twinkle of bright eyes, the infectious smile, and the keen joy of daily living among children. To teach is America's great inspiration to me; it is truly living life in a big way; living with the choicest treasure of earth—children. I'm glad that I teach.

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# The Educational Ideal

**The entire object of true education is to make people not merely want to do the right thing, but to enjoy doing the right thing; not merely industrious, but to love industry; not merely learned, but to love knowledge; not merely pure, but to love purity; not merely just, but to hunger and thirst for justice.—John Ruskin.**

# High Spots of the Detroit Meeting

## *National Education Association, June 27—July 1*

By BELMONT FARLEY

REPRESENTATIVES of the nation's teachers who assembled at Detroit, Michigan, June 27-July 1, in the largest convention held by the profession since the record high was achieved at Los Angeles in 1931, listened to more than five hundred speakers discuss the nation's waste of its natural resources, the weakness of educators' professional organizations, the role of the school as a guide to social change, the responsibility of the federal government for its child citizens, and scores of other subjects related to vital problems in the advancement of American culture and life.

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Secretary of Agriculture Henry A. Wallace and economist-author Stuart Chase were chief exponents of conservation, urging the schools to include in their courses the study of thrift in the management of material resources and more definite instruction about soil, population, and income. Secretary Wallace suggested as a background for education in conservation a more imaginative and dramatic presentation of America's past.

"It is important that the next generation be impressed without blame or praise with the awesome growth of the United States during the frontier period; the exploiting, grabbing process and the marvels of the inventions and the power of the corporations. I know all of these things are taught at the present time, but I have a feeling that they are taught as things apart from the lives of the learners, as dead things and not as living facts with the greatest significance in terms of a happy and understanding life after the school days are left behind."

CAROLINE S. WOODRUFF
N. E. A.'s New President

The Secretary described the present plans of the federal government to encourage the removal of marginal lands from cultivation, to reduce the evils of farm tenancy and to conserve through an ever-normal granary crop surpluses for distribution in lean years.

"Probably ten million Americans have lost their resource base in land, water or mineral deposit, and have no longer any means of livelihood," asserted Stuart Chase. "The forests which used to furnish fuel and timber have been cut over, burned over, and abandoned. The natural grass lands on which their stock were wont to feed have been over-grazed, and plowed where the plow should never have gone. Now those lands dissolve in blinding clouds of dust." He urged the preservation of wild life, the return of plant food to the soil, the control of erosion, and the establishment of the lumber supply on a self-perpetuating basis.

The conservation of human values through safety ideals and habits was discussed by Paul G. Hoffman, President of the Studebaker Corporation, and William H. Johnson, superintendent of schools, Chicago. President Hoffman pointed to tolls of reckless auto driving, and Superintendent Johnson described the new courses in automobile safety recently introduced into the Chicago schools, where students are given an opportunity, at the steering wheel and under conditions which simulate those of the highway, to acquire habits of carefulness.

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The conservation of human resources through practical mental hygiene and more intelligent treatment of the problem child were points of emphasis in addresses devoted to character and personality education. Charles B. Glenn, superintendent of schools, Birmingham, Alabama, and president of the American Association of School Administrators, described the plan of character development in the Birmingham schools. Each year the Birmingham schools in co-operation with community agencies emphasize one objective in the development of character and personality. Good health, good sportsmanship, ideals of industry and thrift, courtesy, and service, are among the objectives already included in the Birmingham plan.

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Mrs. Mary R. Beard, author, and wife of the eminent historian Charles A. Beard, described historical efforts to conserve human ideology. She criticized social classes, such as the

priestly class, military class, the medical fraternity, and the labor guilds, for attempts to conserve the ideology which promoted principally their own and sometimes selfish ends.

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While President Orville C. Pratt, superintendent of schools, Spokane, Washington, had selected no general theme, he himself led the emphasis on more effective co-operation among educators which characterized many general sessions and sectional meetings of the convention. An entire session presenting leaders in national, state, and local teachers' associations was devoted to the subject. President Pratt pointed to the small percentage of American teachers enrolled in their national professional organization as the principal weakness of the unified effort of teachers to advance teacher welfare and improve educational opportunity. He urged the National Education Association to become more aggressive in the various phases of teacher welfare. He stressed the importance of keeping the teachers' own nationwide organization free from entangling alliances with any social class or any lay organization of citizens.

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Executive Secretary Willard E. Givens and U. S. Commissioner of Education John W. Studebaker were other prominent speakers on the problems of strengthening professional organization. Commissioner Studebaker urged that membership in local, state, and national organizations be co-inclusive and that teachers co-operate with lay groups, but not enter into organic affiliation with those whose principal interests are outside education.

William Heard Kilpatrick of Teachers College, Columbia University, made a stirring plea for teachers' rights. He insisted upon their right to join such organizations as they see fit, to exercise all of the duties of citizenship accorded to other American citizens, including the right to participate in political activity. He described academic freedom as merely the right and obligation of the teacher to stimulate pupils to think. He made a strong appeal for the right of women teachers to marry without losing preferment or position.

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At no convention of the National Education Association has sentiment for federal aid to education been stronger. Brooks Fletcher, Congressman from Ohio and author of the Harrison-Black-Fletcher Bill in the House of Representatives, charged the teachers with responsibility for passage of the bill which he introduced at their behest. He told the teachers they could secure passage of this legislation whenever they were willing to unify their efforts one hundred per cent to do so.

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Various specialists described extensive studies which pointed to the increasingly urgent need of federal aid to the schools in equalizing educational opportunity. Newton Edwards, of the University of Chicago, described the unequal distribution of educable children in the United States. The number of children between five and thirteen years of age for every one thousand persons twenty to sixty-four years varies from 236 for the far West to 426 in the South. Other speakers described the unequal ability of the states to support the schools and the resulting injustice to millions of American children who are being compelled to take their places as citizens during the nation's greatest crisis with only half a chance to serve themselves or their country.

ORVILLE C. PRATT
It Was His Meeting

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Floyd Reeves, chairman of President Roosevelt's Advisory Committee on Education, described the work of his committee in the consideration of the whole subject of federal relationship to the schools.

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The one-hundredth anniversary of Horace Mann's election to the secretaryship of the Massachusetts State Board of Education was celebrated as the centennial of the American free public schools. Arthur E. Morgan, chairman of the Tennessee Valley Authority and formerly president of Antioch College of which Horace Mann was the first head, addressed the Ninth Life Membership Dinner of the Association, the program of which memorialized Horace Mann. From the college itself came the Antioch Players, whose play, "Testament of Faith," written by members of the faculty of Antioch College, depicting important events in the life of Horace Mann, was one of the outstanding convention events. The Players were introduced to the convention by Algo D. Henderson, present president of Antioch. By convention resolution federal postal authorities were urged again to recognize the centennial of the public school system, celebrated this year in thousands of communities, with

the issuance of a Horace Mann postage stamp.

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A report of the Tenure Committee of the Association called forth much local newspaper comment because one of its items specifically charged the Highland Park School District, a suburb of Detroit, with violation of sound tenure practices. The report of the committee was followed by an announcement of the re-appointment of Highland Park teachers involved.

Caroline S. Woodruff, principal of the State Normal School, Castleton, Vermont, was elected president of the Association, opposed by Amy Hinrichs, principal of the Audubon School, New Orleans. Florence Hale, editor of the *Grade Teacher*, was elected trustee to fill the position vacated on expiration of term by Joseph Marr Gwinn, San Jose, Calif. Fred D. Cram, Cedar Falls, Iowa, and Amy Hinrichs were elected members of the Executive Committee by the Board of Directors. A provision of the Representative Assembly increasing the Executive Committee to nine members resulted in the election by the delegates of the following members of the committee: Reuben T. Shaw, Northeast High School, Philadelphia; David A. Van Buskirk, superintendent of schools, Hastings, Mich.; and Mrs. Myrtle Hooper Dahl, classroom teacher, Minneapolis, Minn.

The next meeting of the Association will be held in New York City.

# Abstracts from Outstanding Addresses

LESTER K. ADE, *State Superintendent of Public Instruction, Harrisburg, Pennsylvania*:—

We must find some way to make clear thinking the surest criterion of the educated man. Knowledge is good and culture is good, but the highest excellence is the power to think straight and to the point, to think through and into and around the subject. The vigorous thinker in action is, in my opinion, the most impressive spectacle in the intellectual life of mankind. The aim of education is to produce a man, a master of himself, capable of initiating his own acts, responsible for his acts, able to discern and assimilate the ideas which he accepts and professes, so that whatever he says, thinks, or does, really comes from him. This calls for action plus reflection which constitutes true education.

No matter how rapidly we develop in the field of biology, psychology and sociology, these things will be of doubtful value unless we keep up an equal spiritual development. Spiritual development is founded on fact, not fantasy. Take out such things as reverence, appreciation, admiration, adoration, and the characteristic note of human life is gone. Individually and as a nation we are more in need of enthusiastic, inspired, and spiritual leadership than we are of greater inventions, bigger business, or more money. Spiritual qualities and lofty ideals that inwardly dominate mankind must be provided for in a defensible and modern philosophy of education.

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HOWARD TAYLOR, *Dean, Oklahoma College for Women, Chickasha*:—

No matter on what basis of giftedness children are grouped, there will still be great variability. Clearly defined homogeneous grouping is practically impossible. If pupils must be grouped there is reason in placing the gifted ones together. But the line between the gifted and normal must never be sharply drawn and must be easily crossed in either direction.

Special classes for gifted children should be tested by the following principles: (1) Education should promote social adaptation; (2) Education should challenge fully the ability of the pupil; (3) Education must be within the physical and mental limits of the child; (4) Education should have depth and breadth, through enrichment rather than height through acceleration; (5) Maturation is important as well as learning ability; (6) Education should provide for individual differences.

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HENRY A. WALLACE, *Secretary of Agriculture, Washington, D.C.*:—

The objective of all American educators should be to create in the hearts of our people a desire for a higher standard of living. At the same time, the minds and the wills of our people must be trained in methods which will make it possible for the next generation to obtain from our soil, our resources, our factories and our distribution systems, the abundance which is necessary to fulfill these desires.

Most educators would define a higher standard of living as consisting not merely of the wider distribution of more automobiles, radios and electric refrigerators, but also of the wider distribution of physical, mental and emotional health. In a land so tremendously rich in natural resources, it is a reflection on all of us, educators included, that so many people, especially chil-

dren, should give evidence of not having enough milk, orange juice and sunshine. But just as important as vitamins in the diet is the presence in the emotional life of confidence and joyous faith in the future.

The best teachers in my observation are those who contribute by a subtle process of contagion a joyous attitude toward life. They do not merely teach the regular curriculum but they are so aware of the changing outside world that they can continually use current facts in their teaching. To such a teacher who feels himself or herself a part of a continually unrolling present, a glance at every morning paper is a vivid experience, furnishing facts with which to embroider the underlying principles.

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EDWIN R. EMBREE, *President, Julius Rosenwald Fund, Chicago*:—

America has provided schools and colleges beyond those of any other nation at any time in human history. But our education is not as good as our school plant.

Since good teachers are essential, the strategic approach to any school reform is through the normal schools and teachers colleges, which at the moment are the weakest members of our whole series of institutions of higher learning. Normal colleges heretofore have been swamped by the necessity of turning out huge numbers of teachers of any sort to meet the demands of our school system which from 1880 to 1930 was swelling at the prodigious rate of half a million additional pupils per year. Now that gross needs have been met, the normal colleges must turn their attention from quantity to quality. The greatest blessing that is coming to higher education in America is the transformation of teachers colleges into distinguished and creative institutions.

WILLIAM H. KILPATRICK, *Teachers College, Columbia University, New York*:—

As we consider the teaching profession, its right and duty to organize comes forward as an urgent problem. That teachers should have the right to form such professional organizations as to them seem good would appear to be a democratic axiom. However, here and there over the country are school systems which forbid teachers to join the Teachers Union, partly, some of them say, because it is affiliated with the American Federation of Labor. As I do not myself belong to the Teachers Union and am critical of certain acts that have at times emanated from it, I feel free to speak my mind on this point. I see nothing but gross injustice and dangerous oppression in denying teachers the right to join the Union. Moreover I feel for the future of the National Education Association if it allies itself in partisan fashion on the other side. I hope no partisan alignment is intended.

Whether teachers should permanently ally themselves with any non-educational body or movement I am frank to say I feel doubtful. Any individual educator or body of educators has that right; I claim it for them; but I doubt the wisdom of educators committing themselves to permanent alliance with any but an educational body devoted to educational ends and using only educational methods.

Similarly I think educational organizations are by that fact educationally limited as to the ends they will pursue and the methods they will use. The proper bounds are easier to conceive in general than to state with precision. Educators as such are primarily responsible for educative effects. They have clearly the right to seek conditions favorable to proper educative effects, a decent wage, participation of teaching in determining educational policies, proper tenure laws, adequate freedom in teaching. They have also the right to seek those more indirect but still necessary conditions which in fact affect educative results, for example, a better tax system that there may be more school support, a better school law that there may be better schools, a bond issue that rightly concerns educational welfare. In all of these there is, to be sure, danger that mere selfish persons may become dominant, and educators should be keenly sensitive to the danger. For teachers to become simply one more pressure group organized principally for selfish advantages—this I hope we may never see.

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HALFORD E. LUCCOCK, *Department of Homiletics, Yale University Divinity School*:—

Education must develop different types of tools for the shaping of any future world that will be worth building or living in. Its task is human engineering, to create the directing minds so that the mechanized achievements of tomorrow will be a blessing and not a means of collective suicide.

One such indispensable tool is the individual personality who can say "I" as well as the collective word "We." It is the development of individual minds not shaped by some vast biscuit cutter, minds which can have color and integrity to stand against social pressures and taboos. This task calls for more than an educational assembly line where standardized parts are put together.

Another tool for tomorrow's world must be freedom of speech and thought. The campaign for

suppression or repression of thought and speech, with its manifestations of teachers' oaths and witch hunting, at the behest of some self-appointed Caesars, either a legislature, or newspaper publisher, or over-heated professional patriots, constitutes a veritable barbarian invasion of American schoolrooms and campuses. It is important to remember that teachers' oaths legislation in Germany and Italy was a first means by which fascism got its death grip on the intellectual and spiritual life of those countries.

A third tool for a secure and endurable world of tomorrow is democracy, now threatened as never before in history since its appearance as a way of life. We dare not forget two things. First, that democracy caved in in Europe under the weight of unemployment. The second fact is that democracy requires peace. The conscription bill before this last session of Congress has made it only too plain that when the United States enters war it becomes a military dictatorship.

Another tool is the data and fact brought through education to the people, which will enable us to bring up our social thinking into line with the realities of the material framework of our civilization. The whole process of education must present the actual facts about our world so that social thinking and action may be geared to the present realities of our life and fitted to direct them.

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# How Birmingham Teaches Character

CHARLES B. GLENN
Superintendent of Schools

IS IT possible by wise planning to create a wholesome atmosphere in a school? We think so; at least the atmosphere may be improved. The plan calls for the adoption of a *slogan each year, around which the curriculum and work of the year centres.* Every effort is made to enlist the interest and co-operation of the whole city. The local papers generously place their columns at the disposal of the Board of Education; the clubs and civic organizations request speakers on the subject, ministers refer to it from their pulpits. The interest is city-wide. Everybody plays the game with the children.

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The first slogan selected was the "Development of Character Through Health." Health, in the opinion of the Board, is rightly of first consideration and has a tremendous effect on one's morals. How much of the goodness of the good teacher is due to her good digestion?

Increased attention was given to the quality and kind of food supplied children in the school lunch rooms. The Parent-Teachers Association undertook a study of this subject, children were weighed and measured. The percentage of underweight children was greatly reduced. One of the most interesting exercises was where the Board of Health presented certificates to all children who had gotten fat enough to merit them.

These schools are already organized on the platoon, or work-study-play plan, with a physical instructor in each school. All children are scheduled for play or physical exercise just as regularly as for arithmetic or reading. Occasionally, in lieu of the regular teachers' meeting held once a month on Saturday mornings, a hike on the mountain was taken.

In an effort to measure results the Board found fewer absences on the part of both pupils and teachers and apparently a more cheerful and optimistic attitude on the part of all.

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The second year the slogan was "The Development of Character Through Sportsmanship." The president of the Board personally offered a handsome loving cup to the school manifesting the highest spirit of sportsmanship during the session. A committee of citizens acted as judges, visited the schools, observed the conduct and attitude of pupils in classrooms and lunchrooms, in assembly, in the corridors and at play; attended the inter-school athletic contests and observed the conduct not only of the members of the team but also of the students on the bleachers. Much interest and rivalry was developed in this contest for the cup.

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In selecting the next slogan, "Development of Character Through Work," the board made no attempt to define "work." Commonly, it was regarded as referring to manual labor only. In all schools opportunities were found, sometimes purposely created, for pupils to work. Many tasks hitherto left to janitors and maids were taken over by the pupils. In

one of the high schools the girls in the domestic science building asked that all the janitor service in that building be left to them. In another high school the boys removed the tops from all old or abused desks, took them to the shop, smoothed them off and re-varnished them. In the elementary schools cards were sent to the homes on which parents were requested to grade children on home duties and send the report back to the teacher.

One of the encouraging results of this work program is the report made to the board by local industries that a smaller percentage of boys who now apply to them, seek "white collar jobs."

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People in an industrial city are in danger of losing sight of the value of the aesthetic. "Man doth not live by bread alone." "The Development of Character Through the Love of the Beautiful" brought many attractive pictures, statues and bas-reliefs into the schools. School lawns became more attractive, and the shrubs and flowers were kept better.

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The next year's slogan was "The Development of Character Through Thrift." This slogan appealed strongly to the chairman of the board, who is a Scotchman. Special effort was made to conserve school supplies, soap, crayon, and pencils, and to care for textbooks which are furnished free in the city. Perhaps, the best measure of the effects of this slogan was seen in the school savings accounts. In many schools 100 per cent. of the children were depositors. The total amount saved by the children in one year amounted to more than a quarter of a million dollars. A large number of the children acquired the habit of thrift for keeps.

The next year's slogan was "The Development of Character Through Courtesy." In each of these slogans effort was made to measure results. In this one much difficulty was found. No act in itself is courteous, it must be sincere. One must think kindliness in order to be truly courteous. Nevertheless, the Department of Tests and Measurements set up a measure of courtesy. Children were sent for to come to the office. The office door was closed. Did the child knock or enter without knocking? The principal was busy. Did the child interrupt him or wait for an opportunity to speak? The visitor dropped her keys. Did the child pick them up? In leaving the office did the child pass between the principal and the visitor who were engaged in conversation? These and many other observations were made and checked.

The Board of Education regularly has two meetings a month. In lieu of a mid-month meeting they decided to spend an entire day each month visiting the schools. Besides noting general conditions they especially observed the courtesy, or lack of courtesy, on the part of the children. Brief records were turned over to the Department of Tests and Measurements. Five committees of the Parent-Teacher Association volunteered to render the same type of service. Street car conductors and managers of moving picture houses reported marked improvement in the conduct of children.

•

The slogan for the following year was "The Development of Character Through a Study of Nature." Children in the schools were taught to behold the wonders of nature as they had not done before. They learned to protect and provide for birds and other harmless forms of animal life. Pets kept by students and teachers in classrooms afforded object lessons in the humane treatment of animals, and nature was recognized as the handiwork of God which the student learned to notice, to admire and to revere.

•

The next slogan was "The Development of Character Through the Worthy Use of Leisure." Throughout the schools a study was made of the interests and hobbies of children and encouragement was given them to pursue the worthwhile ones in their leisure time. Near the close of the session a rather remarkable exhibit of Children's Hobbies was held in the public library.

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For the ninth year the slogan was "The Development of Character Through Wonder." In this very practical and scientific age the danger confronting young people is that of becoming complacent and prosaic. Science has unfolded so many wonders in so short a time one is apt to feel that nothing more remains to be discovered.

•

Scientists know, however, that we are but on the threshold of knowledge. About us are the constant challenges to our wonder, to evoke our admiration, to excite our imagination and to sharpen our interest. We want youth to retain that invaluable curiosity that knows no complete satisfaction.

The purpose of the slogan for this year was to preserve and cultivate this priceless faculty in the minds of the children.

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"The Development of Character Through Service" was chosen as the slogan for the next year. The community was in the midst of the economic depression. Children were called upon to help bear the load. All

(Continued on Page 338)

# Character Education of Problem Boys

HOMER KENTON MOORE
Thomas A. Edison School
Cleveland, Ohio

*Dr. Moore here notes the results of his experience with truants and "incorrigibles."*

A RECORD of observations is one kind of data. Ornithology utilizes observations of birds; sociology, people; astronomy, stars. One who spends nine years in a day school for truants and misbehavior cases is bound to learn something about such boys, and to gain certain impressions about what does and does not work in treating their social and mental ills.

1. *Breaking verbal chains.* Most of us are controlled and motivated by words. We are told to stop at the red light and we do so. Laws, commands, suggestions and other verbal means of control are as effective as chains, guns and machinery in causing us to move or not to move. Many problem boys seem to be different. They have tested the verbal chains which seek to control them and find that these chains have no tensile strength. Words weigh nothing on a scale; a boy can walk right through a book full of them and not suffer a scratch.[1]

2. *Worshiping physical ability.* Since such intangibles as the words of those who seek to control them, are often ineffective, we would expect these problem boys to revere the physical. Prestige depends, not upon intellectual achievement, but upon ability to "lick" the other boys. Many special school boys are boxers. Some take it up professionally.

3. *Attacking.* Misanthropy and cruelty seem to characterize many maladjusted boys.[2,3] Twisting the arm of smaller boys, earning the title of neighborhood bully, booing entertainers and players, are impressions of them in the mass.

4. *Proud of character.* They know that they are "bad," many admit it, and perhaps are proud of it. On inventories they claim fewer virtues and admit more weaknesses than do normal boys.[3]

5. *Hypochondriacal.* Complaints of illness are common, but negative medical findings are more common. On the psychoneurotic inventories they are quite likely to make more complaints than do normal boys.[4] In school science work, they are apt to be more interested in their own bodies and in the study of diseases than are other boys.[3]

6. *Realize intellectual inferiority.* Although not openly admitting it, many problem boys realize that they are inferior in intellect. They tend to prefer occupations which they rate lower in intellectual requirements than other occupations.[3] On the surface many of them give the impression of colossal egotism, but their real opinion of themselves is apt to be quite different.

7. *Inability to do better.* Many problem boys realize that they are a trial to their parents, sincerely regret it, but seem unable to do better. Most of them seem to be accompanied by a weeping mother—the person they claim to love above all others.

8. *Pyromanoid.* Trends toward the pyromanic may be more common among problem than other boys. They prefer newspaper fire items above others.[3] Pyromanoid—the lure of the burning house, the flash of the gun, the flames from the wastebasket—this possibility is deserving of more extensive investigation.

9. *Charity attitude.* Many problem boys expect to get something for nothing in this world. They believe that the occupations they choose will require less effort than others.[3] This is not surprising since so many of their families get everything in this way. Gumption, that old-fashioned virtue, is conspicuously lacking.

10. *Stronger than parents.* Many cases present the astonishing phenomenon of weak boys dominating still weaker parents. The language handicap, want of ability, lack of education, weak personality in parents are factors which contribute to this result. Fathers storm; mothers weep; boys win the battle.

Group methods are the meal; individual treatment is the dessert. Plans made for regular class groups are more likely to be carried out; methods which require the services of a guidance official working with one individual for hours, are more likely to be suggested. Group methods are more likely to be employed by those who are actually working with problem boys every day in the school situation as it is; individual treatment is more apt to be recommended by those out of contact with pupil-teacher ratios, schedules and other worldly considerations. These group methods have worked or might work:—

1. *Effective controls.* An effective method harmonizes and co-ordinates verbal and physical controls. Disregarded words

result in concrete measures that make verbal controls effective.[5] In plain language, there is law and rule enforcement, prompt apprehension and a lack of opportunity for misdeeds to end successfully. There are effective demonstrations that words are not the chains but the representatives of efficient, inevitable consequences. This involves frank facing of the facts mentioned in 1, 2, 4, 7 and 10 above.

2. *Manual work in school.* More emphasis is placed upon manual than upon intellectual tasks in school. This tends to raise the status of employments requiring overalls. It makes the boys more skillful and thus makes the work easier and more in conformity with the amount of gumption they have. It can be used in an attempt to transfer to useful work their interest in the physical or concrete.

3. *Respect for the boy as a person.* Problem boys respond to courtesy from those strong enough to win with discourtesy if they chose to employ it. Requests are superior to commands; offers of co-operation bring prompter obedience than threats. They feel inferior enough; courtesy, giving them an opportunity to help those they respect, brings results.

4. *Instruction in mental health.* This is not new in character education.[6] Frank discussion of actual life problems strengthens weak sympathies for others. The real character of rationalization (excuse making), hypochondriasis, sadism (cruelty) and other mental manifestations is made known. The work is concrete; stories of actual cases are the materials. Many things are washed clean by being brought out into the open. Mental health courses are effective character education.[7]

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# $30,000 for a Hickory Stick

U. C. BARNETT
State Department of Education
Little Rock, Arkansas

DID you ever hear of a Santa Claus that carries on his operations and remembers you over a period of nine months of the year? Well, the 1,368 children enrolled in the public schools of Greenwood, Arkansas, Special School District have just that type of super-Santa Claus in the provisions of the last will and testament of the late "Spot Cash" Alexander, former lawyer, abstractor, teacher and banker of that town of 1,374 people in the western part of the state. For the past seven years when Mary and Johnny have enrolled in that school they have done it with the positive assurance that they would be exempt from the application of the strap, ferule, or peach tree limb. The assurance of this privilege was made to meet the conditions of a bequest by Mr. Alexander by whose will the payment of $30,000.00 would be made to the school district if during the eight years beginning in 1929 the teachers in that school would refrain from inflicting corporal punishment on any pupil for any dereliction of duty or violation of any regulation that may be or become operative in that school during that time. The will further provides that the sum of $1,000 be given the school district each of the eight years, and if at the expiration of that time the conditions shall have been fully met, the $22,000.00 balance will be paid in a lump sum. The school officials are obliged to make a sworn statement annually that the rod has been spared during the preceding school term, and that the requirements of the clause have been fully complied with.

Mr. Alexander was born in the North and educated in an eastern college. He went to Greenwood in the late '90's where he resided about twelve years. He then removed to El Paso, Texas, where he accumulated a small fortune, but never lost contact with his former friends and acquaintances at Greenwood, and continued to maintain a special interest in the school there. He opposed corporal punishment, and while

a member of the Board of Education there was successful in having it outlawed as long as he served in that capacity. He was an ardent supporter of the theory that all teachers should be amply able to inspire their pupils to obedience and correct conduct by practice, precept and personality rather than by fear of the application of physical deterrents.

During a few years of Mr. Alexander's residence at Greenwood he operated a small mercantile business, and conducted it on a strictly cash basis. So severe was he in applying this principle that he acquired the cognomen of "Spot Cash" Alexander, a name by which he was known during the remainder of his residence there, a nickname he rather liked. Although he never had any children of his own, he never failed to express in a tangible way his interest in childhood and nothing was so repugnant to him as the thought of striking a child.

While he orally expressed a desire that some of the funds he bequeathed be used to finance a kindergarten, he did not make it obligatory in his will. He did, however, provide that the money be expended for the benefit of the school just as the Board of Education sees fit. Consequently, the funds have been expended for teachers' salaries and other needs that could not be met by the reduced revenues of the school district the last few years. However, the last payment was used to help finance a community hall which will be available for school purposes when needed.

Superintendent C. B. Smith declares that discipline has been maintained in the school to a highly satisfactory degree with the paddle in the discard and the ferule used only for drawing and measuring.

As a solution for both our financial and disciplinary problems it is only necessary that we seek out some person of means in our bailiwicks and reduce his heart to a liquid state and prevail on him to remember our schools in his will with a legacy in which the jingle of the coin will drown out "The tune of a hickory stick."

# Socializing the Business Class

CARL L. JOHNSON
Supervising Principal
Clear Lake, Wisconsin

THIS article reports the results of using a socialized procedure in teaching classes of General Business Training in the ninth grade.

No attempt was made in this study to equate the class sections in any factor to influence learning. Only one measure, a test of mental ability, was used to aid in adjusting the assignments to individual differences. Hence, as a refined experiment with the usual experimental and control groups, the study may be lacking in the validity of modern research. Nevertheless, in so far as the method appeared to facilitate pupil learning and achievement, it may have some elements of merit.

The following outline of the plan to be used was given to the class. Time was used in class to instruct the entire group in the duties of leaders.

The unit is divided into as many appropriate parts as the teacher deems advisable, and a leader assigned for each part. The leader is urged to outline his part of the unit, prepare questions, and gather outside information pertaining to the outline.

The leaders who make the special preparation, question the class much as the teacher would do. No leader is permitted to do this, however, before the teacher has given special coaching in organization of questions, and focusing questions according to the capacity of the pupils in the class. In other words close supervision is given the leaders.

It seems very important to direct the leader in working out a fairly detailed plan of procedure. Volunteers are not called upon until two other pupils have attempted to answer the question. In case two students do not satisfy the leader and other students, volunteers are called upon to correct any errors or give additional information.

The members of the class are allowed to ask questions not previously made clear, or they may present new questions on outside reading.

The leader finally offers his additional information. At the very close of each part, the teacher asks his questions in order to emphasize essentials not brought out clearly during the discussion.

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The apparent results of this method deserve attention. (1) The specific training in

determining the questions one must develop in order to obtain an adequate understanding of a topic and in reading an entire block of material through for its general plan apparently results in a more thorough comprehension of the subject matter than does undirected study on the same material. This conclusion seems to have some validity, because the leaders invariably obtained higher marks on the unit test, than did the other members of the class. (2) Greater activity is apparent within the group. The class as a whole made greater use of collateral material in order to meet the challenge of their classmates. (3) Greater motivation is indicated than when the recitations were largely teacher conducted. (4) Training the pupil to make various types of analyses of the subject matter, tends to increase the ability of the pupil to interpret and reproduce what he reads.

One of the interesting observations is that the pupil leaders of greater mental capacity are not as easily satisfied with answers given, but more often insist on greater depth and breadth of response.

Another interesting development is the initiative shown by the leaders. For instance in the unit on transportation by freight, one pupil canvassed the merchants to learn the relative amounts and kinds of goods shipped to them by freight and by truck. Another leader went to the local feed mill to learn the shipping problems involved, and the variations of work of the shipping clerk, while another took similar problems in the local creamery. Others went to the local freight agent to learn his problems, and the business forms used in freight service.

An abundance and variety of information was thus accumulated. A much greater appreciation of the problems involved in freight transportation was thus gained. Vital problems stirred the searchers.

It would offer an interesting experiment to someone to set up a controlled situation to test the tentative outcomes subjectively arrived at in this report.

# We Experiment in Reading

GEORGIA E. MILLER
Supervisor of English
Chisholm, Minnesota

In conducting a reading experiment in the seventh grade of the Chisholm Junior High School during the past school year, we had two objectives: to adapt the literary material to the needs of the varying ability levels in the reading classes; to continue the teaching of reading by the use of larger amounts of material adapted to the abilities, needs, and interests of the pupils, and by the use of exercises to improve specific reading skills.

Because of the wide range of reading ability among the seventh grade pupils—a range from fourth to eleventh grade ability—we planned our course for retarded, average, and superior readers. We varied the material given these three different groups in three separate phases of their reading work:—

(1) We varied the material given for class assignments and discussion;

(2) We varied the drill exercises used to improve specific reading skills;

(3) We varied the reading lists from which books for library reading were drawn.

To illustrate the varying of classroom reading assignments—the simplified version of *Treasure Island*—in *Six Great Stories*, (Scott, Foresman and Co.)—was used in the retarded reader sections; the average groups thoroughly enjoyed *Tom Sawyer;* the superior readers easily comprehended and appreciated *Treasure Island*—a novel in many states read by ninth graders.

A part of the practice exercises used to improve specific reading skills which the teacher used twice weekly, with the retarded readers, was the *Gates-Peardon Practice Exercises*—Book V, Bureau of Publications, Teachers College, Columbia University—to train (a) ability to follow precise directions, (b) ability to note significant details.

In the average and superior divisions, the booklet, *Experiments in Reading* by Cook, McCall, Norvell, (Harcourt-Brace & Co.)—more advanced material than the above mentioned exercises was used (a) to develop ability to get the general significance, (b) to improve speed of reading.

In order that the teacher may recommend appropriate library material to the retarded, average, and superior readers, we found it beneficial to make three separate reading lists of the books in our junior high school and city libraries, which are appropriate to the reading levels of these three groups of readers. To the retarded readers, the teacher will suggest such books as *Nobody's Girl, Rolling Wheels,* or *Story of Doctor Doolittle.*

The library books for these retarded readers were kept in the reading teacher's classroom, on attractive, open shelves — a reading-room library — so that the teacher could "sell" the appropriate books, personally, to the non-readers. A "reserved-book list" helped to put a premium on these particular books. Too, the teacher was here doing, indirectly, a bit of guidance work.

To the average readers, the teacher suggested stories on their lists appropriate for them, as *Little Women, Rebecca of Sunnybrook Farm, Hans Brinker.* The superior readers were encouraged to take out more advanced books which they are quite capable of enjoying, as *Captains Courageous, Skyward, Drums.*

The outcomes, after six months' use, of this three-track, three-phase reading program, were briefly as follows: (1) Standardized tests on vocabulary, comprehension, speed and organization of material reveal more gain in these particular phases of reading in the seventh grade classes than in any other of four grades tested—for instance, in February, in the Stone narrative test, *The Spy,* our seventh grade readers had a median in comprehension of 12.1, which figure means they had a reading comprehension equivalent to the eighth grader in October; (2) the pupils did much more voluntary reading outside of class than the seventh graders of previous years had done; (3) the attitude of the pupils was noticeably improved, and their participation greatly increased — since they, all groups, had material appropriate to their reading abilities, they were able and anxious to take part. We had very few non-readers in our seventh grade.

The experiment of beginning with the children in ability and interest-content was, in the estimation of the people carrying on the work, eminently worth while.

Material is now appearing on the market for retarded readers in the upper years of the junior high school, and for senior high school classes, also. For, as the new *Thirty-sixth Yearbook on Reading,* a publication the National Society for the Study of Education, points out, the demand for material simple in form, yet mature in interest-content, is one of the crying needs of the day. Let us in practice, as well as in theory, begin with the child and avoid the folly—to quote a prominent Minnesota educator—of trying to make the child enjoy and ejaculate over *Silas Marner* when, secretly, he is at the stage where he thinks *Tarzan of the Apes* the greatest book ever written!


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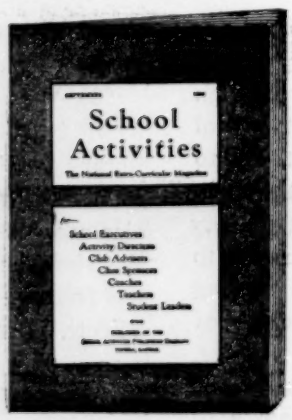


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## Birmingham's Plan

(Continued from Page 331)

must serve. Through the emphasis given in the schools this service became a joy.

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The following year "The Development of Character Through Co-operation" was a further emphasis of this same thought. Every effort was made to get children to see the value of working together, and plans were set up to afford opportunity to do so.

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The final slogan, "The Development of Character Through Self-reliance," was chosen as perhaps the crowning objective of the character development program. Teachers were encouraged as far as possible to fade out of the picture, to let the child walk alone.

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These slogans proved to be interesting and effective. This yearly change of emphasis is cumulative, for an effort is made to retain the good results of the preceding years with additional zest in activities inspired by the new slogan. The sportsmanship cup is still offered and passes from school to school. School banking is kept up, courtesy continues to be stressed.

What have been the results of this plan? No brief account can adequately convey an impression of the changes brought about in the community through the general interest in these character development slogans set up each year by the Board of Education. It is not too much to hope that this is a healthier community; that pupils are better sportsmen; that manual labor has been dignified; children have a higher appreciation of the beautiful; savings bank accounts have increased more than one hundred-fold; more thought is given to cour-

(Continued on Page 346)

# All in the Day's Work

By EVERETT V. PERKINS
Principal, Cony High School
Augusta, Maine

## Won't I please lie?

AFTER making an appointment by telephone a woman called at my house this evening. She had a request to make. She told me that her niece had left our school some years ago upon the completion of only half the course. The people for whom she is now working are looking up the education of their employees. The niece feels that it will be for her advantage to put down that she is a high school graduate. The woman wanted me to promise to confirm the statement if the matter ever should be referred to me.

It seems as though I get many requests nowadays to be untruthful. Not a few people seem to feel that I am unkind if I refuse to make a false statement that they think might help them out in some way.

Although I may commit all the other sins, I never could falsify. I was brought up to the idea that a man is no better than his word. If his word in politics, in business, in family affairs, or in any other human relationship, is no good, then he himself is no good.

The thing that holds the world together is confidence in others. Truthfulness builds up confidence, while falsehood tears it down. We educators have no greater duty than to teach the boys and girls to be truthful.

•

## There is always a reason

A woman and her daughter have just left my office. The girl was a pupil in our school last year and she did so poorly that I asked her mother to come in with her during the summer vacation so that we could try to find out why the young woman was so delinquent.

It was soon obvious that there was a reason, in fact several of them:—

1. The girl is large for her age, which means that her energy has gone mostly into physical growth.

2. She had two diseases last year—mumps and whooping-cough—both of which she caught in school. Consequently she lost much time through illness.

3. She comes from a large family of limited means. The struggle for existence distracts her mind from her school work.

4. She has a long walk to and from school.

5. She is partially crippled on account of illness in early childhood.

6. She is naturally a poor student.

Last year several of us on the faculty reprimanded this girl and penalized her from time to time on account of her carelessness and inefficiency. As I talked with her and her mother this morning I felt conscience smitten. It was apparent that what the young woman needs is understanding, sympathy, encouragement, and help. I told her that we would forget all about the past, that I felt sure she would get along well next year, and that I would be glad to assist her in any way I could. She expressed a strong determination to do better.

There is always a reason when pupils are unsatisfactory. Often we teachers are too busy or indifferent to find out the reason. Herein is the explanation of most of the friction in school.

The News Digest
OF EDUCATION

## Appeal Out

### Fight on Free Rides To School Dismissed

ALBANY, N. Y.—On the ground that the constitutional question is not the only one involved, the Court of Appeals has dismissed without opinion an appeal from an order by Justice McCook upholding the constitutionality of the 1936 statute authorizing free transportation for private and parochial school pupils as well as pupils of public schools. Joseph Lewis brought the appeal, questioning the right of the New York City Board of Education to pass a resolution providing free transportation to any school if a child could not get there otherwise. When the case was up for argument Chief Judge Frederick E. Crane and Judge Irving Lehman asked many questions, Judge Crane intimating that a question involved was whether the Board of Education needed a State law to back its action.

## Illiteracy War

### WPA Teaches 700,000 To Read and Write

WASHINGTON.—The WPA education program has reduced illiteracy in the United States by one-sixth, according to an estimate recently made by Administrator Hopkins. During the past three years WPA instructors have taught 700,000 men and women how to read newspapers and write letters. In March, 1937, nearly a quarter of a million persons were enrolled in literacy classes conducted by the WPA. More than 6,000 teachers were engaged in this work. The educational program of WPA goes far beyond the fundamentals. Opportunity has been given to thousands of adults, whose schooling never went beyond the lower grades, to take up the interrupted thread of their school work.

## German Visitors

### Boys, Girls, and Teachers Learn More About U. S. A.

NEW YORK.—A group of sixty-three German tourists — thirty-seven boys, twelve girls, and fourteen high school teachers—arrived in this country this Summer in charge of Dr. Friedrich Geisler. The party spent a week in New York City and then went to a camp near Philadelphia. With the camp as headquarters, they visited several Eastern cities, including Washington and Atlantic City. Dr. Geisler and his assistant, Dr. Ernst Hesse, said the tour cost the parents of the students about $200 each and was designed as a serious study tour rather than an ordinary sight-seeing trip. "The boys and girls are interested in improving their English," Dr. Hesse said, "and in getting acquainted with another nation."

## Dr. Strayer Advocates 8-Hour Day For Pupils, but Not for Teachers

NEW YORK.—Jack and Mary need eight instead of five hours of school a day, in the opinion of Dr. George D. Strayer, professor of education at Teachers College, Columbia University, speaking before 1,000 school administrators in convention here. Jack and Mary need not groan at the thought, however, Dr. Strayer added, for it did not mean he espoused all work and no play, believing as firmly as anyone could that this made for dull boys and girls.

The extra hours, he explained, must be used to enable children to develop hobbies and assure them of sufficient exercise and recreation after their regular school tasks. This would be a boon both for the community and for the children, Dr. Strayer held, because for the former it would mean "more useful" citizens, and for the latter an opportunity to unfold special aptitudes, which, in the case of tenement children, was particularly desirable since their "chances of education end with the ending of the five-hour school day."

The teacher's school day would remain as it is under Dr. Strayer's extra-curricular program, since he would add other instructors to the school staff to carry out the new system.

## Speech Aid

### Mothers Instructed How to Cure Stutterers

KINGSTON, R. I. — Mothers of children suffering from speech defects learned recently how to help their youngsters to clearer enunciation in a special course at the Institute of the Rhode Island State College here. Corrective exercises for stuttering, lisping, nasality, and such organic conditions as cleft-palate and tongue-tie were practiced at a daily clinic preceding the course lecture. "Constant practice is the secret of correcting most oral disorders," said Miss Madeline C. Mainey, the instructor, "and mothers are best suited to see that the speech improvement exercises are repeated daily."

## Ban Shakespeare

### Boston Ends Reading Of "Merchant of Venice"

BOSTON. — Classroom reading of Shakespeare's "Merchant of Venice" has been banned in Boston public schools as a result of complaints that the character of "Shylock" was offensive to the Jewish race. The School Committee decided that students could select the play for voluntary reading but prohibited classroom discussion. Leading the fight for restriction, Maurice Tobin said that "if any other racial group were subjected to the same embarrassment that the Jewish people are in the book they certainly would also protest." Mr. Tobin said "The Merchant of Venice" had been banned in schools of about 100 other cities.

## New Head

### Tufts Names Miller As Acting President

MEDFORD, Mass. — Professor George S. Miller, assistant to the president of Tufts College since 1916, has been named acting president by the executive committee of the board of trustees to fill the vacancy caused by the death of Dr. John A. Cousens. He was appointed temporary successor to Dr. Cousens a few days after the latter's death to carry on the administration of the college until a permanent president should be named.

# Students Told to Pick Colleges For Good Teaching, Not Athletics

PHILADELPHIA. — Warning the 700,000 new high school graduates of 1937 against bad investments in their future through picking the wrong college, Otis L. Weise, editor, writing in McCall's Magazine, declares that most mistakes will be made in choosing a college because of its athletic prowess or society atmosphere.

"A good proportion of the graduates will go to college this Fall. And large numbers among them, unfortunately, will choose the wrong institution. Most of the reasons behind the selection of a particular college are irrelevant and immaterial.

"Don't pick a college where the standard of living is beyond your means.

"Don't be fooled by the college famous merely for its winning teams.

"Worry less about courses and degrees than about the men and women who teach. Find a place, if you can, where there are three or four first-class minds. But don't chase after merely famous men in big universities. A small college may have just as many great personalities as a big one—and your opportunity for knowing them well is vastly better.

"Find a school where tolerance dwells, where the nastiness of racial prejudice is absent, where the men and women who teach are free to teach the truth as they see it. For the troubled world outside is filled with intolerance and with squint-eyed thinking. It is well to inoculate yourself against them. Pick a school where faculty and under-graduates have respect for honest work. After all there is a country club in your home town."

## Peals Again

### Long Silent School Bell Rings Once More

FULTONHAM, N. Y. — One-time students of the Fultonham schoolhouse were summoned to school recently by a long-silent bell. Among those who answered the bell's toll were six surviving teachers of those who served at Fultonham from the time the school was built in 1860 until its abandonment several years ago.

## Critics Rap State

### Virginia Termed Lax In Support of Schools

RICHMOND, Va.—The public relations committee of the Virginia Education Association recently declared that this state is "unquestionably a laggard among the states in providing liberal financial support of her schools." In the first of a series of bulletins presenting "important facts" about education in Virginia, the committee said the Old Dominion was paying well-trained teachers smaller salaries today than were paid "to poorly trained teachers ten years ago, and these teachers are carrying a heavier load." The state ranks thirty-fourth among the forty-eight states in average annual salary of teachers, supervisors, and principals, fortieth in the cost per pupil in average daily attendance, and forty-third in school debt outstanding per pupil in average daily attendance, the committee said.

## World Parley

### Shorthand Craft Meets at London

LONDON. — An international conference of shorthand writers, attended by some 350 delegates representing all parts of the world, was held this past Summer at the London School of Economics. The conference was the first of its kind held here since 1887. Its United States contingent comprised about a dozen members, while Hungary, Germany, the Netherlands, France, Italy, Roumania, Belgium, Egypt, Finland, Latvia, Portugal, Poland, Australia, and South Africa were all represented. The gathering was to enable those interested in the theoretical and educational, as well as in the practical side of stenography to pool their information for the benefit of all.

## Working Helps

### Employed Students Earn Higher Grades

STEPHENVILLE, Tex. — Hard work doesn't make dull boys of John Tarleton College students. Dean J. Thomas Davis says that those who are working part-time to earn their way through school and who thus are working, in or out of school, practically all of their waking hours, make better scholastic averages than the student body as a whole. In a report to the National Youth Administration, Dean Davis notes that 142 students were employed part-time during Tarleton's last session, with funds provided by the NYA. Their scholastic average, he says, was half a letter higher than that of the entire student body. "These students," Dean Davis says, "come in contact not only with a variety of work in the academic and secretarial lines, but also with the faculty members of the various divisions, including engineering, home economics, music, agriculture, teacher training, nursing, medicine, physical education, pre-law, journalism, and academic training."

## Edward J. McNally

NEW YORK.—Edward J. McNally, public school principal in Manhattan for thirty years, died suddenly at the age of sixty-five. For the last ten years Mr. McNally had been principal of P. S. 21, and for years had been a lecturer in education at Fordham University and Hunter College. He was a member of the New York State Bar Association, the Academy of Education, the New York City Teachers' Council, and the New York Principals' Association.

## New Buildings

### N. H. University Extends Construction

DURHAM, N. H.—The University of New Hampshire will have two new buildings, one to house the agricultural engineering departments ousted by a recent fire and the other to house the fire department and the offices of the superintendent of property. The first building will cost $76,000 and the second $16,000, according to appropriations voted by the university's trustees. The agricultural engineering building will be located near the site of the destroyed building across from Charles James Hall. Besides the agricultural department it will also house the department of military science, now located in the gymnasium, as well as the offices, laboratories, and classrooms used by the department of home economics. This move will make space now used by these departments in other buildings available for other purposes.

## Dr. Leslie V. Case

TARRYTOWN, N. Y.—Dr. Leslie Verne Case, retired superintendent of schools here, died at his home recently. He was sixty-two years old. He came to Tarrytown in 1900 as a teacher of science, and in 1905 became principal of the local high school. Some years later he was appointed the first superintendent of Tarrytown schools, a post he held until his retirement in 1932. In 1898 Dr. Case made the first discovery of radium-bearing ore in New York State.

## Pay Rise

### Delaware Teachers Granted Increase

DOVER, Del.—The State Board of Education recently restored the salaries of school teachers and other school workers reduced in a general 10 per cent cut in 1933. The board allocated the $286,000 appropriation for restoration of the teachers' salaries and $10,000 for other workers made at the last session of the State Legislature. The salaries of 1,500 of the 1,700 teachers are affected. The other 200 were earning $1,150 or less a year and their pay was not cut.

## Old Graduate

### University's Infancy Recalled by Woman

BELFAST, N. Y.—Mrs. Sarah Ford Crosby, ninety-eight years old, who believes she is the oldest living graduate of Syracuse University, remembers the school before it was a university or even located in Syracuse. "When I enrolled," she said, "the school was called Genesee Wesleyan College and was located at Lima, N. Y." In 1870, seven years after her graduation, the school moved to Syracuse and became a university.

## Back at Class

### Schools Reopened By Loyalist Regime

MADRID. — Ten thousand schools have been opened in government territory during the last few months, Jesus Hernandez, minister of education, said recently. The problem of seeing that Madrid children go to school again is fast being solved, Mr. Hernandez added. There are approximately 100,000 children here whose parents would not consent to their evacuation. "Madrid's children will have their schools even if we have to open them under fire from enemy batteries," Mr. Hernandez continued. "We will see to it that schools are opened in safer districts, but at present all children play in the streets under the range of Rebel fire anyway so they might just as well go to school."

## Unique Request

### Teacher Sought As "Jack-of-All-Trades"

TERRE HAUTE, Ind.—Harry E. Elder, placement bureau director for Indiana State Teachers College, studied recently an order for a "jack-of-all-trades" school teacher. He said a Southwestern school had asked for a teacher who could (1) coach athletic teams, (2) supervise student teachers, (3) act as Boy Scout sponsor, (4) direct the school orchestra, (5) understand the bilingual problems of the section, where English and Spanish are spoken. "I guess I will have to look around a bit," said Mr. Elder.

## Classes Open

### Berkshire Children Are Back at School

PERU, Mass.—While most children were swimming and enjoying summer vacations early in August, the youngsters of this town completed the early work of the fall term in the one-room village schoolhouse here in the Berkshire hills. Because snowdrifts frequently isolate farmhouses during the winter, school vacation for the youngsters is from Christmas until March 1.

## Dr. I. H. Brumbaugh

HUNTINGTON, Pa.—Dr. I. Harvey Brumbaugh, former president of Juniata College, died recently at the age of sixty-seven. Dr. Brumbaugh was president of Juniata College at Huntington from 1911 to 1923. He was then made Professor of Latin and Education. He served a term as president of the Pennsylvania College Presidents' Association, and as a trustee of Juniata College at the time of his death.

## No Raises

### No Pay Increases For Boston Teachers

BOSTON.—In a recent three-hour formal discussion, the Boston school committee vetoed, by a four to one vote, all salary increases in the school system, including the petition of the Boston Men's Intermediate Academic Association for increases that would have added $362,000 to the salary schedule. The petition of the men teachers in the intermediate schools, which was opposed by the women teachers in a letter signed by Miss Florence M. Hawkins, president of the women's organization, was characterized by the board of apportionment as "undesirable" and tending to "seriously disrupt the morale of the system" in which both men and women in that classification are on the same salary basis.

## Superintendent

### A. E. Ramey Elected Cape Schools Head

PROVINCETOWN, Mass. — Alton E. Ramey, principal of Provincetown High School for the past five years, has been unanimously elected superintendent of the lower Cape School Union, comprised of Provincetown, Truro, and Wellfleet, it has been announced by Dr. Frank O. Cass, chairman of the joint school committee. He succeeds Melden E. Smith, who has held the position for one year, and who has resigned to take a similar position at Thompson, Ct. The new superintendent is a graduate of Bates College and former principal of Milo, Me., High School. Before coming to Provincetown he was head of the mathematics department in Keene, N. H., High School.

# Land Grant Colleges Celebrate Their Seventy-fifth Anniversary

CHICAGO.—The American system of democratic college education by which 200,000 young persons annually learn to be expert farmers, engineers, home economists, and at the same time well-rounded citizens, had an almost unnoticed anniversary recently.

It was just seventy-five years ago this Summer when Abraham Lincoln paused in the midst of his duties as commander-in-chief of the Union armies to sign the Morrill Act, which established the land grant colleges and universities. Today there are sixty-nine of them, situated in nearly every state and territory, and among them are some of the leading technical colleges and state universities of the nation.

The great agricultural research and extension system, with its network of county agents and home advisers, and the 4-H Club movement, is also closely related to them and in practice dependent upon them.

The Morrill bill gave 30,000 acres of land to each State for each Senator and Representative it was allowed in Congress, and specified that this be kept forever as endowment. Vastly increased funds have come to these universities in subsequent years. Not only have states voted big appropriations for expansion and maintenance, but the Federal Government again and again has provided funds for land grant colleges and universities.

After a slow start and a period of unpopularity, the universities got a new impetus in the 1880's. They were rewarded for their accomplishments in 1883 by the passage of the Hatch Act, setting up experiment stations, and in 1890 by the passage of the second Morrill Act.

# Teacher Shortage Discovered In Four States as Schools Open

CHICAGO—An adequate supply of teachers to instruct the millions of public school children who are returning to their classes was generally indicated in reports from educational officials throughout the nation. But there were some exceptions, notably in Ohio, Utah, Virginia and Oklahoma.

The Ohio State Department of Education reported a shortage of teachers especially trained to handle music, vocational, art, home economics, and agricultural courses.

In Utah the office of the State Department of Public Instruction said there was a shortage of teachers for primary and kindergarten grades.

Dr. Sidney B. Hall, state superintendent of public instruction in Virginia, asserted that many city and county school officials in his state found difficulty in obtaining teachers of the calibre to meet desired standards.

M. G. Orr, assistant state superintendent of instruction of Oklahoma, said: "As far as well qualified teachers are concerned there seems to be a shortage. We have numerous calls for teachers of mathematics, science, vocational agriculture and vocational home economics that we can't fill within the state."

## Williams Head

### Dr. J. P. Baxter New President

CAMBRIDGE, Mass. — Dr. James Phinney Baxter 3d, professor of history and master of Adams House at Harvard University, was unanimously named to succeed Dr. Tyler Dennett as president of Williams College, at a meeting of the executive committee of the Williams board of trustees. Forty-four years old, he is one of the youngest of the ten men who have held the presidency in the college's history. An international authority on American diplomatic history and naval affairs, Dr. Baxter is a native of Portland, Me. He was graduated from Phillips Academy, Andover, before attending Williams. While in college he was active in student affairs, serving as president of his class, president of the Student Council and as a marshal of his class.

## Assumes Post

### Priscilla Gough Named Stoneleigh College Dean

RYE BEACH, N. H.—The appointment of Miss Priscilla Gough of Cohasset, Mass., as dean of women at Stoneleigh College has been announced by Richard D. Currier, president. She assumed her new duties at the opening of college. For the last ten years Miss Gough has served as director of publicity and college marshal at Radcliffe College, of which she is a graduate. In the former capacity she had general supervision of all student publications; as marshal she was in charge of all social and official college functions.

## Arthur Whitney

BROCKTON, Mass. — Arthur N. Whitney, more than fifty years an educator and for the past forty-five years principal of schools here, died after a year's illness, aged seventy-six. He became substitute principal of the Huntington school in this city in 1888, taught one year in Quincy and for three years was submaster at the Webster School in Cambridge. He became principal of the Sprague School here in 1892, and in 1916 was made district principal at the George S. Paine School, which post he held at the time of his death.

## Teachers' Courses

### Massachusetts University Extension Offers Many

BOSTON—Twenty-seven courses in educational subjects, designed especially for Massachusetts teachers, are to be given through the Division of University Extension of the Massachusetts Department of Education in metropolitan Boston this fall according to the announcement of Commissioner of Education James G. Reardon.

Other courses in educational subjects will later be announced for Springfield and Worcester. Teachers in rural districts who cannot attend classes will be able to study University Extension correspondence courses in educational methods and practices. These courses may be started at any time.

The schedule of courses for teachers to be given in Boston and vicinity includes: "New Sensory Aids in Teaching," "Progressive Practices in Teaching," "Educational Psychology," "American History Since 1865," "Dramatic Interpretation of Shakespeare and Old English Comedies," "Psychology of Adolescence," "Psychology and Methods of Teaching Mentally Retarded Children," "Reading in the Primary Grades," "Story Telling," "The Administration of Health and Physical Education," "Educational Law," "Methods of Teaching Lip Reading," "Methods of Teaching Geography," "Character Education," "Teaching Types of Literature," "Blackboard Drawing," "School Art Crafts," "Curriculum Building for the Kindergarten," "Pre-School Music," "Practical Problems of Teachers and Administrators," "Constructive Activities in the Elementary Schools," "Educational and Vocational Guidance," "Choral Speaking," "Correction of Speech Disorders," "Methods of Teaching Parliamentary Law," "Children's Literature," "Nature Study."

State certificates will be awarded by the Massachusetts Department of Education to all students who satisfactorily complete each course, and academic credit will be accepted by state teachers colleges and other institutions of higher learning.

Full details concerning these courses may be obtained at the University Extension office, Room 217, State House, Boston.

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## Sight Schools

### No More "Blind School" Says Specialist

CHAUTAUQUA, N. Y. — Because half the blind children now in schools can see, an eye specialist said here "sight schools" may soon replace "blind schools." Dr. William Feinbloom, of New York City, said the children are helped to sight by new, high-powered glasses. "These new aids, sometimes with as many as four lenses for each eye, can improve vision from 30 to 300 per cent," he declared, adding that a survey of blind institutions in every State indicated that 50 per cent of the students have partial sight. "Our profession now can supply proper vision for these children," he said. "Our interest is turning now to sight schools rather than blind schools."

## Out-Numbered

### Small Boy Pockets Rivaled by Teacher

PAWTUCKET, R. I. — School teachers are pressing young boys for the honor of being champion knicknack carriers—at least in Pawtucket. One of several teachers invited to compete in an unexpected pocket inventory at the Pawtucket Boys' Club produced thirty-four articles from her pocketbook. The contest winner, eleven-year-old Lucius Wright, just shaded her with thirty-five. Included among his pocket possessions were fourteen match covers, a screwdriver, a jackknife, several rubber bands, three washers, a tire valve cap, four steel nuts, a toy owl, a burned candle, and half of a two-cent stamp. The teachers produced compacts, lipsticks, powder puffs, nail polish, nail files, bobby pins, jewelry, trinkets, and letters.

## More Books

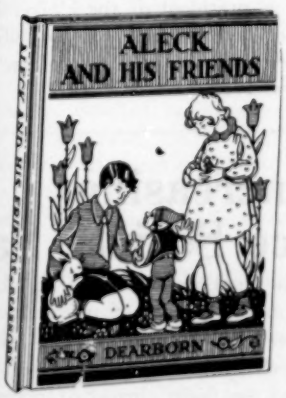
### Libraries Planned For Arizona Schools

PRESCOTT, Ariz.—At least half the country school superintendents in Arizona are planning to install circulating library systems for rural schools, similar to a unique plan which has been notably successful in Yavapai County over the last three years. Yavapai has fifty-four schools remote from library facilities, so the circulating system includes fifty-four "libraries" of twelve volumes each. An individual canvas wrapper goes with each of these assortments. At the beginning of the term every school receives a "library" from County Superintendent Carl W. Hickerson, at Prescott. For a month the books are lent to the pupils. Then the teacher puts them all back into their wrapper and mails the package to the next school on a schedule furnished by the superintendent. Since every school does the same thing, each one has a fresh supply of books every month. Each district participating contributes $5 a year.

## Worried

### Peiping's Educators Fear Japan's Rule

PEIPING.—Chinese scholars believe Peiping's centuries-long reign as a centre of China's culture and learning is ended. They say Japanese domination will destroy freedom to teach. They recalled that some of the most drastic actions of the Japanese military have been directed against universities and schools that were centres of patriotic Chinese student activities. The heads of Peiping's nineteen colleges and universities are gloomy over their chances of continuing normal activities. They believe science is the only field into which they will be allowed to venture.


# ALECK AND HIS FRIENDS

*A Health Reader for the Second Grade*

By BLANCHE J. DEARBORN

UNDER THE EDITORSHIP OF

CHARLES H. KEENE, M. D. THE UNIVERSITY OF BUFFALO

Health training in this beautiful reader is informal and largely incidental as far as the children's reading of these merry stories is concerned. Emphasis is on the formation of personal health habits—physical and mental—and on habits of safety. There are 21 stories about Aleck and his playmates. Each encourages some health habit. Frequent suggestions for activities both in the text and in the appendix help teachers to insinuate the implicit health lessons into the daily living of their pupils. The book is beautifully illustrated in three colors. $.80.

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# Springfield School Launches Attack On "Dis," "Dat," and Other Errors

AMHERST, Mass.—Mispronunciations such as "dis" for "this" and "dat" for "that" appear to be the most common speech defects found among school children of foreign-born parents today, particularly in the industrial sections of New England.

In a study made in the Springfield junior high schools, substitutions of the sound "d" for "th" constituted 40 per cent of all the speech defects found. A total of 612 students out of 4,375 were found to have speech defects, with 245 of the defectives making the "dis" for "this" mistake. Albert W. Purvis of the education department at Massachusetts State College directed the survey.

Remarkable success was experienced in curing this faulty speech. When an effort was made at correcting a group of 177 defectives, success was attained with 149, or 84.2 per cent. Very little individual attention was required, most of the pupils responding to group remedial instructions.

Discussing the study, Mr. Purvis says:—

"A regular program of testing, remedial work and retesting was undertaken. The remedial work was done in classes ranging from twenty to thirty pupils and utilizing a definite unit program of procedure drawn up for the purpose. The project was decidedly successful in that the numbers of defective pupils needing individual rather than group attention was as low as 5 per cent in some classes."

## World Gathering

### Educators Attend Tokyo Conference

TOKYO.—In a war-like atmosphere several thousand delegates to the seventh world conference of the World Federation of Educational Associations were welcomed here by Hidejiro Nagata, former Cabinet Minister and president of the Japan educational association. Hundreds of the delegates had left homes in America and Europe for the long journey to Tokyo before the North China crisis arose. They arrived to find Japan preparing for war. Nevertheless the Japanese insisted the conference would proceed according to schedule. Formal sessions over a week's period. More than forty nations were represented. Dr. Paul Monroe, Professor of Education at Columbia University, New York, acted as chairman of the conference. Radio psychology, academic freedom, radio calisthenics, co-operation of home and school, teachers' organizations, the pension system, international understanding and goodwill through education, experiments in scientific education and the education of mothers were discussed.

## New School

### Junior High Gets Voters' Approval

HUNTINGTON, L. I. — With one of the largest votes ever recorded at a special election in the history of the district, voters of Union Free School District 3 at a meeting recently in the high school auditorium registered their approval of a project to spend $750,000 for a new junior high school. The project had been proposed twice before and twice accepted by voters of the district. In February, 1934, the project failed because PWA refused to give satisfactory assurances of local employment. It was proposed again in June, 1936.

## More Money

### Oregon's Vocational Appropriation Doubled

CORVALLIS, Ore.—Oregon's share of the federal appropriation for vocational education during the school year 1937-38 will be $115,298, according to O. D. Adams, state director. This sum is nearly double the appropriation granted the state last year. The increased appropriation, according to Mr. Adams, will permit a 100 per cent. increase in state vocational guidance work, expanding the program to include many branches of the field heretofore untouched.

## Resigns

### Haverstraw School Superintendent Quits

HAVERSTRAW, N. Y.—After a long period of friction because the Board of Education refused to employ teachers recommended by him, Superintendent of Schools John T. Kaemmerlen has announced his resignation. After two years of service he had been reappointed to the $5,000 a year post last July, although the faction of the board opposed to him had obtained control at the annual school district election earlier in the month.

## Dr. Joseph Mauck

HILLSDALE, Mich. — Dr. Joseph W. Mauck, former president of Hillsdale College and of the University of South Dakota, died at his home here recently. His age was eighty-four. His many sided career included the fields of education, religion, business and writing. He served as professor of Greek and Latin at Hillsdale College from 1876 to 1879 and from 1881 to 1883, as president of the University of South Dakota from 1891 to 1897, and as president of Hillsdale College from 1902 to 1922.

# Exiling of Scholars Increasing In Europe, Science Society Says

LONDON.—Exiling of scholars for racial, religious, and political reasons is gaining momentum in many other countries besides Germany, according to a report of the Society for the Protection of Science and Learning.

"The society has been able to assist some Jewish scientists unable to continue their work in Austria," says the report. "Appeals for help have been made on behalf of scholars who are refugees from other countries, for instance, Russia and Italy.

"In Portugal, a decree in May, 1935, stated that officials who show a 'spirit of opposition to the fundamental principles of the Constitution and those who withhold guarantees of co-operation in the realization of the higher aims of the State are to be pensioned or dismissed.' This led to the dismissal of, among others, six university teachers.

"The civil war in Spain has led not only to the closing of universities and the cessation of most of the scientific research work that was proceeding, but also to the flight abroad of many university teachers, research workers and students who were in danger from one or the other or both of the main parties in the war."

The brightest pages of the report are those dealing with exiled scholars who have found new posts in forty-three countries. The United States and Britain have supplied the most permanent posts, respectively, but Turkey and Palestine have done most in comparison with their small population.

The result, according to the report, is the continuance of a vast amount of scientific research of incalculable value.

# Book Reviews

## Behavior Clinic

THE STUDENT THINKS IT THROUGH. By Everett V. Perkins, Principal of Cony High School, Augusta, Maine. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco, London: Ginn and Company.

A profound understanding of young people is manifest in "The Student Thinks It Through," and the instructional set-up for character education here presented bids fair to accomplish real and lasting results.

The book excels in many ways. It employs the case method. The cases are interesting and practical. They cover a large number of highly important behavior problems. They supply a stimulus to thinking. The suggested balloting affords a means of establishing—for the benefit of the substandard boys and girls—a true standard of public opinion among those of their own age. If the votes are disappointing, teachers may at least learn the prevailing views of the student body and be prepared to cope with them.

The method seems to steer away from the encouragement of hypocrisy in the direction of sincerity in the forming of judgments. The teacher is asked by Principal Everett V. Perkins, the author, to avoid influencing decisions.

This new approach to the teaching of socialized conduct in the secondary school is admirably conceived by an educator who has keen insight into the ways of youth and an intelligent faith in them which brings out their best.

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## The Child and the Group

OUR WAYS OF LIVING. Four Volumes. I. Ways of Living in Many Lands; II. Where Our Ways of Living Come From; III. Living in the Machine Age; IV. Richer Ways of Living. By Howard E. Wilson, Florence H. Wilson, and Bessie P. Erb. In collaboration with Helen E. Donnelly, William A. Averill, Elgie Clugas, Verna Wadleigh, Florence Graves. New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

How other people live will always be of interest to most of us. How we ourselves live and how we came to live as we do, are also fascinating subjects of inquiry for both old and young.

This new four-book series, "Our Ways of Living," is well devised to carry the social viewpoint into the classrooms of the elementary school—starting with grade three.

"Ways of Living in Many Lands" and "Where Our Ways of Living Come From" treat of the effects and implications of group living. They supply a sort of "social cement" to the traditional subjects of history, geography, and citizenship.

In Book Three, "Living in the Age of Machinery," the fifth grader is introduced to the study of what power and science and inventiveness have wrought and how our modern mechanisms have affected the ways of individuals and communities.

In "Richer Ways of Living" the pupil awakens to broader realizations of the opportunities for friendliness, for self-advancement through the use of libraries, museums, and other facilities of culture. The pupil learns of the gains in human knowledge and in human health through the efforts of science. He learns of natural resources and the necessity of using them wisely for the good of all.

The series is built upon concrete facts and materials presented in story form. Frequent summing up or generalization is provided, but only after experiences have been supplied.

The series exemplifies great care in the working out of a sound educational ideal. More than all else, it appears to have been written with a happy insight into the sort of socializing materials that a child may come to grips with.

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## For Slow Reckoners

MATHEMATICS IN LIFE. By Raleigh Schorling, University of Michigan, and John R. Clark, Lincoln College, Columbia University. Yonkers-on-Hudson: World Book Company.

Instead of giving up the effort to teach slow pupils anything about mathematics—as if such pupils were hopeless cases—the authors of "Mathematics in Life" have adopted the plan of simplifying the concepts and trying to teach mathematical meanings and principles. In short, rather than dodge a difficult educational task, they have decided to go through with it. They have not chosen to hand the awkward boy or girl a set of tools, an excessive amount of drill in matters they do not understand; a collection of rules that have no seeming sense or reason behind them.

Here, then, is a sample of a truly educational method. For without understanding there can be no real education, and where understanding is developed we have education.

The text is designed for use in high schools, by those who will probably go no further in their study of mathematics. One important aim is to lend the encouragement that comes from success. To that end the work is kept to an easy level.

The book consists of a half dozen or more units, each complete in itself and adapted to separate use if desired. In fact, the units can be purchased singly, in pamphlet form, if the entire volume is not needed. The illustrations are pertinent and attractive. There is much fresh and interesting material—such as the story of how Indians named the smaller numbers after their fingers and toes.

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## "Number One" and Others

PRACTICAL MATHEMATICS. By N. J. Lennes. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

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## *Birmingham's Plan*

(Continued from page 338)

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# *Grins Between Grinds*

### That's Different

"Dad, what is a traitor in politics?"

"A traitor, my son, is a man who leaves our party and goes over to the other side."

"Well, then, what is a man who leaves his party and comes over to your side?"

"A convert, my boy, a convert."

• •

### Anticipation

On an occasion when a distinguished critic was to deliver a lecture on Keats in a small town, the president of the local literary society was unable to be present to introduce the speaker; and the mayor, who was more popular than learned, was asked to officiate.

The amiable official introduced the lecturer with his accustomed eloquence, and concluded a few happy remarks of a general character with this observation:—

"And now, my friends, we shall soon all know what I personally have often wondered: what are keats?"

### Hang the Clothes!

"Mother, may I go take a swim?"
"Yes, my darling daughter,
But if that's the suit you're going to wear,
Please stay under the water."

• •

### 'Liminated

"George, you may bring me two fried eggs, some boiled Virginia ham, a pot of coffee and some rolls," said a man to a waiter on a dining car, just after leaving Montreal.

"Yassa."

His companion said: "You may bring me the same, but eliminate the eggs."

"Yassa."

In a moment the waiter came back.

"'Scuse me, boss, but jes what did you-all say erbout dem eggs?"

"I said just eliminate the eggs."

"Yassa." And he hurried away to the tiny kitchen.

In another moment he came back once more, leaned confidently and penitently over the table and said:—

"We had a bad accident just afo' we leave de Windsor street depot dis mornin', boss, and de liminator done got busted off, right at de handle. Will you take 'em fried same as dis hyar genman?"

### A Tip from Experience

Old Gentleman—"You're an honest lad, but it was a $10 bill I lost, not ten ones."

Small Boy—"I know, mister, it was a $10 bill I picked up. But last time I found one, the man didn't have any change."

• •

### When He Came To

Professor—"I forget my umbrella this morning."

Friend—"How did you remember you forgot it?"

Professor—"Well, I missed it when I raised my hand to close it after it had stopped raining."

• •

### No Taker

Housewife—"If I thought you were honest I would let you go to the henhouse and gather the eggs."

Tramp—"Lady, I was manager of a bathhouse for ten years and never took a bath."

• •

### Headed That Way

Mrs. Hibrow—"You know my husband plays the organ."

Mrs. Low Brow — "Well, if things don't improve my husband will have to get one, too."